

Strategy Session: Tiering

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Differentiated Instruction is a proactively planned, interdependent system marked by

**A Positive
Community of
Learners**

**Focused, High-
Quality
Curriculum**

**Ongoing
Assessment**

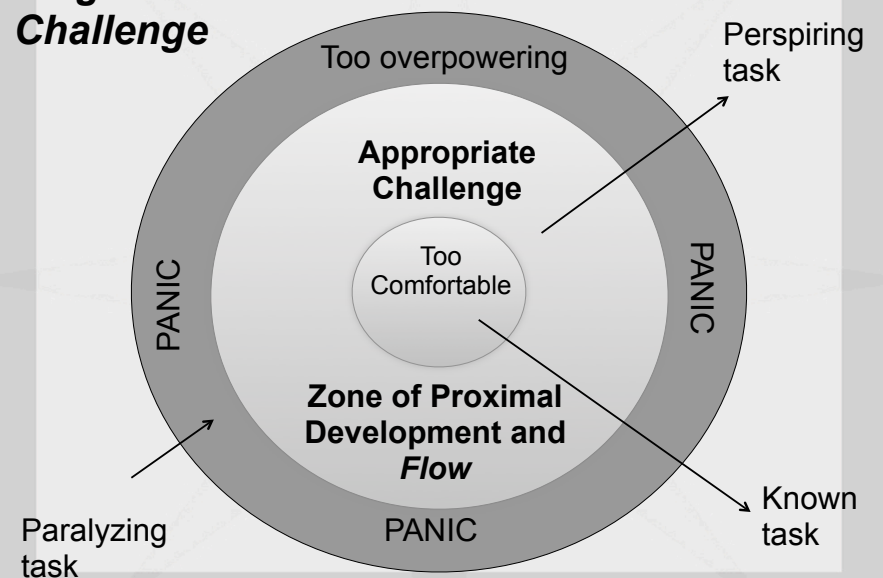
**Flexible
Instructional
Arrangements**

Respectful Tasks

Essential Question

- How does *tiering* represent a powerful vehicle for instruction?

**Target For
Challenge**



Karen Lelli Austin 2009

Grade 6 English

- Topic: Persuasive Writing
- Know: Different argumentative and persuasive techniques
- Understand: An argument's effectiveness is determined by the appropriate nature of its techniques, as well as by its delivery and intended audience.
- Do:
 - Analyze the use of persuasive techniques
 - Use persuasive techniques in writing

Based upon Illinois state goal 3.C.3a: Compose persuasive writings for a specified audience

Procedure

Pre-assessment:

- ➡ "Describe 5 techniques people use to persuade others to believe their point of view.
- ➡ Then, use, underline, and label at least 3 of these in a short paragraph in which you attempt me to convince you to assign less homework."

Use Pre-assessment to form two groups:

Group A: Those who struggle to articulate the description and use of techniques

Group B: Those who have a handle on the description and use of techniques

**NOTE: The number of tiers you will need will be determined by the patterns arising from the pre-assessment data*

Procedure

Full Group:

Read the book, *Don't let the Pigeon Drive the Bus*.

Discuss – in general terms – the effectiveness of the pigeon's arguments

Give Notes: Persuasive techniques

Groups:

Group A: Continue working with the Pigeon book to determine the techniques he uses, how effective they were and why, and what he may have done differently.

Group B: Using a series of Calvin and Hobbes cartoons, determine the techniques he uses, how effective they were and why, and what he may have done differently (Task card)

Procedure

Each group is given another example (ascended) to analyze – this time demonstrating effective argumentative techniques.

- Groups share findings (full group, mixed small groups or mixed pairs) and discuss:
 - ➡ The overlap of techniques used by Pigeon, Calvin, and new pieces.
 - ➡ Which techniques show a pattern of effectiveness/ineffectiveness?
- *INTERDEPENDENCE is KEY!*

Let's Reflect...

- Based on this example, what is a tiered lesson?



Tiered Lessons

Tiering:

A readiness-based approach designed to help all learners work with the same essential information, ideas, and skills—but at a degree of difficulty “just a little too hard” for that learner.

Criteria for Effective Tiering:

- All tasks focused on the same essential knowledge, understanding, and skill
- All tasks at a high level of thinking
- All tasks equally engaging

Many Approaches Can Be Tiered:

- | | |
|---------------------|--------------------------|
| *Activities | *Homework |
| *Labs | *Tests / Assessments |
| *Centers | *Products |
| *Journal prompts | *Discussions / Questions |
| *Learning Contracts | *ETC. |

Tomlinson '03

Tiered Lessons

As a result of our lesson, we will:

Know

A teacher uses varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and prompts continued growth.

A tiered lesson blends assessment and instruction, allowing student to begin learning from where they are

A tiered lesson allows students to work with appropriately challenging tasks, allows for reinforcement or extension of concepts and principles based on student readiness, allows modification of working conditions based on learning style, avoids work that induces boredom or anxiety, promotes success and is therefore motivating

Tiered lessons are high prep

Tiered Lessons

As a result of our lesson we will:

Understand

- A differentiated lesson begins with the end in mind.
- Instructional strategies are a means to arrive at an end.
- Tiered assignments, or parallel tasks at varied levels of difficulty are powerful vehicles of instruction.

Be Able to

- Articulate differences in tiered assignments, assessments, lesson, products, projects, and tasks.
- Plan an activity or component of a lesson for readiness.

Tiered Lessons

To tier an activity or work product:

- **Clearly establish** what students should **know, understand, and be able to do** as a result of the activity or product assignment.
- **Develop one activity** or product assignment that is **interesting and engaging** for students.
- **Think about the readiness levels** of students in the class based upon **pre-assessment** and **ongoing assessment**.
- **Develop** enough **versions** of the original task or product assignment **to challenge** the range of learners.
- **Be certain** there are **clear criteria** for quality and success.

Adapted from Fulfilling the Promise of the Differentiated Classroom by Carol Ann Tomlinson

Clearly Establish Goals

KNOW

- Facts
- Vocabulary
- Definitions
- Dates
- Algorithms

UNDERSTAND

- Principles
- Generalizations
- Big ideas of the discipline
- Conceptual ideas

BE ABLE TO DO

- Processes
- Skills of the discipline, basic skills, skills of production, skills of independence
- Habits of mind

Start by developing one activity

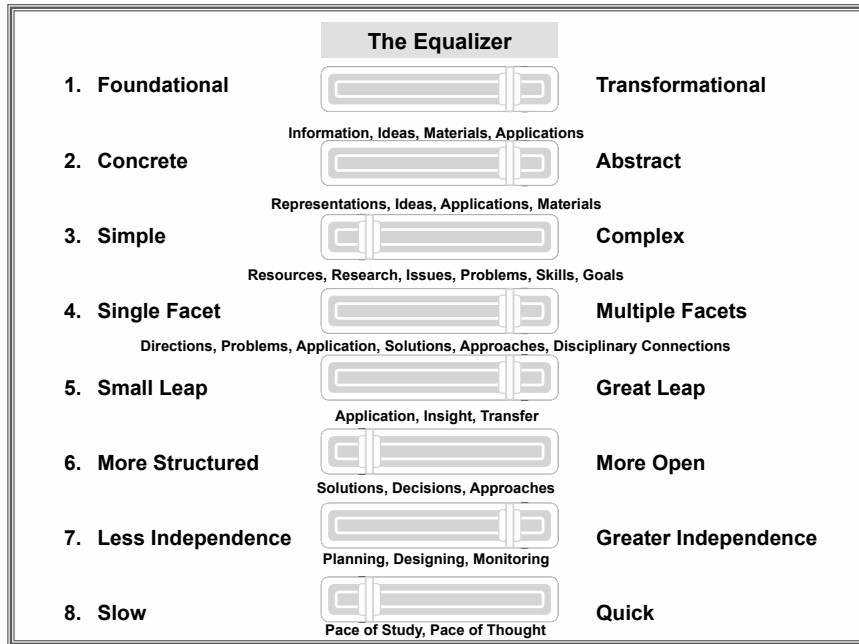


In the persuasive writing lesson, the teacher may have started with thinking that each student should use a book example to determine the persuasive techniques used, how effective they were and why, and what he may have done differently.

Think about the readiness levels of students and develop versions to challenge the range of learners

Be certain there are clear criteria for quality and success

- Do the students know what your expectations are?
- Have you given a rubric or clear criteria associated with the task?
- Is the criteria aligned to your goals for the assignment?



New World Explorers



Using a teacher-provided list of resources and list of product options, show how 2 key explorers took chances, experienced success and failure, and brought about both positive and negative change. Provide proof/evidence.

Using reliable and defensible research, develop a way to show how New World Explorers were paradoxes. Include and go beyond the unit principles.

Varied Journal Prompts

- A. You are a relatively wealthy white male in the month of the 2004 presidential election. Who will you vote for and why (if you are typical of that group)? Now, who will you vote for if you are typical representative of the following groups (and why):



- a relatively wealthy Hispanic female
- a poor Hispanic male, 26
- a poor white female, 30
- a middle class African American male, 50
- a middle class, elderly, white male, 80
- another category of your choice

- B. You are in a town meeting the month of the 2004 presidential election. The group of

Tiered Assessment

Assessment:

Write an essay that compares how intelligence is defined and portrayed in *Flowers for Algernon* with how you define intelligence and view it in "real life".

Criteria:

All essays must:

- Explain how intelligence is defined in *FFA*, using specific examples from the novel for support.
- Expressly state a personal definition of intelligence that identifies characteristics of intelligence; explores the possibility of intelligence being multi-faceted; and argues for or against trying to measure intelligence.
- Make comparisons between how the intelligence is defined in or through the novel and how you define intelligence and see it in the world.

Write a paragraph that begins, "Intelligence is NOT..."

Write about what intelligence isn't.

Think about the people in your own life that you consider intelligent. What characteristics do they share?

Think about eminent people who have made what you would consider significant contributions to a certain field, a country, society, etc. What characteristics do they share?

In what ways are you intelligent?

In what ways are you intelligent?

Are there different types of intelligence? How do you know?

What types of intelligence are valued most in our country? How do you know?

Can a test measure intelligence? Why or why not?

Can intelligence be measured? Why or why not?

Create a Venn diagram that shows the similarities and differences between the way you view intelligence and the way a *FFA* character of your choosing views it.

Create a Venn diagram that shows the similarities and differences between the way you view intelligence and the way Daniel Keyes (the author) views it.

Jacksonian Democracy: Tiered Social Studies RAFT

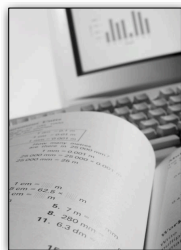
Learning goals are to review vocabulary, people, and essential questions related to the chapter.

The teacher assigns choices based on **readiness** in analysis of text.

Sandra Page, 2006

	Role	Audience	Format	Topic
Concrete	Andrew Jackson	Supporters	Conversation	Why I believe in the spoils system
Concrete	Democratic Party	Frontier settlers & farmers	TV commercial	Why Jackson is the man you want as president
Mod	Martin van Buren	Voter	Q and A transcript	Questions about the economy and state's rights
Mod	Expansion of voting rights	National bank issue and economy	Venn diagram or graphic organizer	Which of us was most important in causing the Whig Party to form?
Hard	John C. Calhoun	Future citizens	Prediction in a diary entry	How the nullification crisis foreshadowed issues that would divide the nation and lead to war.
Hard	Southern citizens	Northern politicians	Argument or debate	Why these tariffs on manufactured goods are unfair to our region!

6th Grade Math



- Concept – Perspective
- Lesson Topic – Graphs
- As a result of this lesson, students will...
 - ...**know**– line graphs, bar graphs, pie graphs
 - ...**understand** – that graphs are visual representations of information which can make data easier to digest.
 - ...**be able to do** – examine various graphs; compare and contrast different types of graphs

Doubet, 2006

Sequence of Events

Pre-assessment: Draw a visual representation of the number of different colors represented in our classmates' clothing. You may include labels, but your primary mode of representation must be visual. If you can think of more than one way to do so, include your additional ideas.

Divide students into readiness based groups:

- Blue**: Those who demonstrate sophistication with the skill – even utilizing graphing skills or multiple representations
- Red**: Those who have a handle on representing numbers visually, but lack fluency and sophistication
- Green**: Those who struggle to depict data visually

Doubet, 2006

Group Tasks

- Divide students into readiness based groups:
 - **Blue**: Those who demonstrate sophistication with the skill – even utilizing graphing skills or multiple representations
- Blue Learning Task:
 - Examine 3 different graphs (line, bar, pie) taken from the business section of a major newspaper. Discuss the merits and drawbacks of each type. Given a set of data, create 3 different graphs for three different audiences. Be prepared to defend your decisions

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Group Tasks

- Divide students into readiness based groups:
 - **Red**: Those who have a handle on representing numbers visually, but lack fluency and sophistication
- Red Learning Task:
 - Examine 3 different graphs (line, bar, pie) taken from the “life” or weather section of a newspaper such as *USA Today*.
 - For each graph, explain... 1) How it is alike and different from the other 2 types, 2) What makes it easy to understand, and 3) What makes it confusing
 - Given a set of data, create 3 different graphs – one for businessmen, one for your classmates, and one for students in grade 3. Tell why you made these choices.

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Group Tasks

- Divide students into readiness based groups:
 - **Green**: Those who struggle to depict data visually
- Green Learning Task:
 - Examine 3 different graphs (line, bar, pie) taken from teen magazines.
 - With the teacher, 1) discuss each graph in terms of its helpfulness and its confusing aspects, 2) personal and group preferences, etc., 3) Given a set of data, subdivide and make three different graphs depicting the same information 3 ways. Compare, contrast, and evaluate results.

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Now you try...

Ask yourself....when it comes to learning, are you more of a “Project Manager” or an “Architect”?

“Project Manager” Purple Task

In this scenario, take a look at the teacher’s lesson. You will be critiquing her tiered tasks in light of the criteria we considered today.



“Architect” Gold Task

In this scenario, take a look at the teacher’s lesson. You will be creating her tiered tasks in light of the criteria we considered today.



Essential Question

- How does *tiering* represent a powerful vehicle for instruction?

Tiered Activity Template

Goals: (KUDs)

Pre-assessment

Introduction

Version 1

Version 2

Version 3

Sharing/Synthesis/Closure